DOCUMENT RESUME

ED 141 144 SE 022 666

TITLE	Ships Through the Ages. A Learning Experience for Coastal and Oceanic Awareness Studies, No. 110. [Project COAST].
INSTITUTION	Delaware Univ., Newark. Coll. of Education.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	74
NOTE	44p.; For related documents, see SE 022 662-687
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	*Elementary Education; History; *Instructional Materials; Language Arts; *Oceanology; Social Studies; *Teaching Guides; *Transportation; Units of Study
IDENTIFIERS	Project COAST; *Ships

ABSTRACT

This unit is designed for elementary school students in grades 3-6. The unit emphasizes the study of ships and history associated with sea travel and transportation. Included in the unit are instructional materials, evaluation materials, selected references, and transparency masters. Activities stress social studies and language arts knowledge and skills. (RH)

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SHIPS THROUGH THE AGES

A Learning Experience for
Coastal and Oceanic
Awareness Studies

Produced by

MARINE ENVIRONMENT CURRICULUM STUDY
MARINE ADVISORY SERVICE
UNIVERSITY OF DELAWARE

and

POPULATION-ENVIRONMENT CURRICULUM STUDY
COLLEGE OF EDUCATION
UNIVERSITY OF DELAWARE

as part of a

PLAN FOR ENVIRONMENTAL EDUCATION

Fall 1974

SE 022 666

Please send evaluations

of learning experiences

to

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COAST Project

310 Willard Hall Education Building

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Newark, Delaware 19711

Supported in part by

OFFICE OF COASTAL ZONE MANAGEMENT(NOAA)

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TITLE: SHIPS THROUGH THE AGES

* CONCEPT: III.B.3.a.(5)

III. The natural system influences the evolution of human culture.

B. The availability and utilization of resources contributed to the differentiation of life styles.

3. The availability and utilization of resources led to the expansion of industry and commerce.

a. Industry and commerce led to the growth of cities and the further differentiation of life styles.

(5) COMMERCE STIMULATED EXPLORATION.

** MARINE CONCEPT: 4.11

4. Man is part of the marine ecosystem.

4.1 The marine environment has affected the course of history and the development of human cultures.

4.11 THE OCEANS HAVE SERVED AS ROUTES FOR THE DISPERSAL OF HUMAN POPULATIONS AND CULTURES AND FOR COMMERCIAL TRANSPORT.

GRADE LEVEL: 3-6

SUBJECTS: Social Studies, Language Arts

CLASS PERIODS: Various

AUTHOR: Elsie G. Murray

* From A Conceptual Scheme for Population-Environment Studies, 1973. Cost $2.50.

** From Marine Environment Proposed Conceptual Scheme, 1973. No charge.

Both conceptual schemes are available from Robert W. Stegner, Population-Environment Curriculum Study, 310 Willard Hall, University of Delaware, Newark, DE 19711.

Instructional Objectives

When the students have completed this unit, they will be able to:

1. Give a brief history of ships and tell where they could be found.
2. Tell stories about the folklore connected with ships.
3. Tell what kind of power moved ships, from man's muscles to nuclear energy.
4. Sing a song about ships.
5. Recite or tell about a poem that was written about ships and sailing the seas.

If the class has taken the field trips, the students will also be able to:

1. Describe a ferryboat trip to Ft. Delaware on Pea Patch Island (or other ferryboat trip), including a little of the history of the Island.
2. Describe the field trip to Baltimore Harbor to visit "The USS Constellation."

Information for the Teacher

Before beginning this unit, obtain a picture of our planet Earth showing the oceans. (See Paine, Thomas O. 1969. "First Explorers on the Moon." National Geographic 136(6): 778.) Also, have a world map and a globe available for class use. A map of the Atlantic coastline and a map of Delaware are essential. A navigational chart of the local area would be colorful and informative.

Many activities are suggested at the end of this unit. The activities cut across disciplines. They are in the realm of music, poetry, and simple drama as well as social studies, history, and science. The teacher should choose those activities which best fit into an individual classroom situation. A field trip on a ferryboat makes a unique ending to an extended study of the ships. Many activities could be developed in a sixth grade with an open-classroom approach, e.g., a language arts project.

Suggested Resource Materials

Music:

"Sailing" by Godfrey Marks
"The Glendy Burk" by Stephen Foster
"Lukey's Boat," a Canadian folk song
"A Boat, A Boat to Cross the Ferry" by John Jenkins
"Red Iron Ore," a Great Lakes chanty
(See Teacher's Bibliography #6.)

Poems:

"Sea-Fever" by John Masefield
"Where Go the Boats" by Robert Louis Stevenson
"Old Ironsides" by Oliver Wendell Holmes

Lesson

Introduction

For many centuries the marine environment has provided ways and means of transportation. Transportation by water was the easiest and cheapest way to carry heavy loads, and it still is.

Our imagination takes wing at the mere mention of the sea. The story of ships has always been a romantic one, no matter which country or what century. And no wonder, for most of our planet is water, four-fifths to be exact. (Use pictures and maps to illustrate.)

The First Boat

Primitive man's first boat was a log. See Figure 1. What made it move? Current, muscles. Why did he want a boat? To fish. What kind of boat did he make next? A raft made of logs fastened together. How did primitive man fasten them together? He tied them with tough grasses and tall reeds which grew near water.

Ships of Ancient Greece and Turkey

Literature contains many tales of ancient Greece, such as the sea voyages of the Greek hero Ulysses. Find Greece on the map. Why were boats so important in Greek life? For transportation and trade. Valuable material may be found in the article: Johnson, Irving and Electa. 1969. "*Yankee* Cruises Turkey's History-Haunted Coast." National Geographic 136 (6): 798-845.

Many Greek myths tell of strange sea animals that lived in sea caves along the shores of the islands. When big waves crash against the rocks, they make scary sounds. When the wind blows around rocks and small islands, it causes funny whistling and roaring sounds. Do you think these might sound like strange animals? If you were passing big rocks at night in a storm and heard loud crashes and roars, what would you think? Show pictures of a rocky coast such as that on p. 807 in the National Geographic cited above.

In this same article, read about the "valley of the galleys" on pages 840-843 and show the class the painting depicting the seige of Constantinople by the Turkish Sultan, Mehmet II, in 1453. In this unbelievable feat the Turks captured the city from the Christians by pulling 70 seagoing galleys across dry land to avoid the chained-off harbor.

Show the students the other pictures of boats in this article and ask them what power made them move. See Figure 2 for drawing of an ancient Turkish ship.

Norsemen

We all like to hear stories of the Norsemen, also called Northmen, and their long courageous voyages. Where did they come from? The Scandinavian countries, particularly Norway. Find Norway on the world map or globe. What country on our continent is as far north as the Norsemen's country? Canada. Alaska, part of our own country, is also this far north. For a drawing of a Scandinavian boat used by the Vikings, see Figure 3.

These ancient Scandinavians were excellent sailors who used the sun, moon, and stars to navigate in the open sea. Mention the fact that the Norsemen were probably among the first explorers to come to America. They probably touched the shores of our continent and exchanged signs with the American Indian.

American Indians

The Norsemen found the Indians using a dugout, a boat made by hollowing out a log. See Figure 4. This boat was used only on inland waterways because it was not strong enough to sail the oceans. Some Indian tribes made canoes from the bark of trees. If there is a birch tree in your school yard, show your class this tree. Caution students not to mark the tree or pull off bark as it will injure the tree. Birch bark canoes were lightweight and more sophisticated structurally than the dugout.

Venice and Her Canals

Venice is an Italian city located on a group of islands in the

Adriatic Sea. Find the Adriatic Sea on a map. What type of boat did the Venetians use? Gondola. See Figure 5. What kind of power pushed the boat? Man power. Are there roads in this city? No. Canals are the streets in Venice. Show pictures of this interesting medieval city found in the following article: Judge, Joseph. 1972. "Venice Fights for Life," National Geographic 142 (5): 591-631.

Ships and the British Empire

Find England on a map. It is part of the British Empire. Find India on the map. It was formerly part of the British Empire. There is a song that goes, "Hail Britannia! Britannia rules the waves! Britons never will be slaves." What does the song mean when it says, "Britain rules the waves"? Having the most powerful Navy in the world at that time made Great Britain the most powerful country in the world. (Bring out the idea that sea power used to be as important to a country's strength as air power is now.) From 1700 through 1800 a country could have everything it needed to be rich as long as it controlled the parts of the world producing gold, tin, silver, wood, rice, tea, silk, spices, etc. Sea power was the key to success.

Some Britons from England left their homes and came to America on a sailing ship called "The Mayflower." See Figure 6. They didn't like the ruler or the rules of Great Britain. One can visit a replica of "The Mayflower" in Plymouth Harbor not far from Boston, Massachusetts. What is a replica? A new ship built exactly like the original.

Pirates--Piracy on the High Seas

Is there really gold buried along the Atlantic Coast? Did Captain William Kidd bury treasure in the Cape Henlopen sand dunes? Look at a map. Find Cape Henlopen. One of the dunes is very high. A tale is told that Lewes townsfolk would climb the Big Dune and watch pirate ships attacking merchant ships which were flying Spanish and French flags. This was in the late 1600's. How did pirates make a living? They attacked other ships and took possession of everything they wanted. What identified a pirate ship? A skull and crossbones flag called the "Jolly Roger."

It would be fun to teach the students a sea chanty. Below is a chanty from Robert Louis Stevenson's Kidnapped.

"Fifteen men on the dead man's chest,
Yo-ho-ho, and a bottle of rum,
Drink and the devil had done for the rest,
Yo-ho-ho, and a bottle of rum."

Listen to the song "I Am A Pirate King" from Gilbert and Sullivan's operetta The Pirates of Penzance. This record may be found in a public or school library. Have the children take turns being the pirate king. (See Activity 4 for costumes and construction of a flag.)

Whaling Ships and Whaleboats

What did old whaling ships look like? They were large sailing vessels with space below deck for storing whale blubber. See Figure 7. Each whaling ship carried several small whaleboats which were used to chase the whales. After being harpooned, the whale would sometimes fight for hours before dying. The dead whale was towed back to the whaling ship and tied to the side. The blubber was then cut off the whale and cooked. It was stored in large vats below deck to be taken home and boiled for oil. For an article on "The Last U.S. Whale Hunters," see National Geographic, March 1973, pp. 346-353. In this article it tells about Eskimos using old-fashioned whaling equipment together with snowmobiles!

Frigates

What is a frigate? It is a fast naval vessel of the late 18th and early 19th centuries. It usually had a lofty shiprig and was heavily armed on one or two decks. "The USS Constitution," better known as "Old Ironsides," is a frigate that helped us in the War of 1812. This vessel is now located in the naval shipyards at Boston and can be visited by the public there. Can you guess why "The USS Constitution" was called "Old Ironsides"? She was called this because during the battle with the English frigate "Guerrière" in the War of 1812 her hull received only minor injuries. It is said that one of the British sailors, after being shot by a cannonball bouncing off the hull of "The USS Constitution," exclaimed that the ship's sides were made of iron.

There is a similar ship located in the Baltimore Harbor. An interesting field trip would be a visit to the vessel.

There is a famous poem written about "The USS Constitution." It was written by Oliver Wendell Holmes and is called "Old Ironsides." Read this poem to your class and show a picture of the ship. See Figure 8 for a drawing of a frigate.

Clipper Ships--Full-Rigged Clipper Ships

Clipper ships were large sailing vessels built for shipping and ocean traffic. They were noted for their speed. They no longer sail the seas because they were replaced by steam vessels. A few privately owned, full-rigged schooners remain to remind us of the colorful 1800's. These ships carry

passengers on short cruises. One such ship, "The Shenandoah," cruises New England's shores. It is said to be without any motor power whatsoever. Point out that most sailing vessels have engines today for added safety. A picture of a clipper is not included here because it looks a great deal like a frigate from a distance.

The following quiz may be used to find out what the students learned.

QUIZ

1. Show pictures of the following and ask how each is powered:

1.	Log boat	man's muscles
2.	Ancient Turkish vessel	man's muscles and wind
3.	Viking ship	man's muscles and wind
4.	Dugout	man's muscles
5.	Gondola	man's muscles
6.	"The Mayflower"	wind
7.	Whaling ship	wind
8.	Frigate	wind

2. Write a short paragraph about one ship studied and draw a picture of it.

Enrichment Activities

1. Make A Ship

Have students carve a ship. Use Ivory soap and a small paring knife. Be sure they carve slowly and carefully so as not to damage model or themselves. Some students may be interested in making balsa wood models.

2. Field Trip

Plan a field trip on a ferryboat. One possibility is a trip to Fort Delaware on Pea Patch Island in the Delaware River. Tell the students some of its history. Have the students plan the trip with you. Ask if they would like to eat lunch near the crumbling walls of the Fort. Perhaps they would like to arrive early enough to watch another ferry dock.

3. Field Trip

Plan a field trip to visit Baltimore Harbor to see "The USS Constellation," one of the frigates ordered built by our government in 1798 for service against the Barbary pirates.

4. Be A Pirate

Have the students be pirates for a day. Colorful scarves can be brought in from home. One large gold earring is in order for each person. Let each student bring in his or her own gear. To make a "Jolly Roger," have someone bring in an old black scarf or piece of black cloth or felt from the household sewing scraps. Find a picture of a skull and cross-bones and sketch it on the cloth. Then color it white with chalk or shoe polish. Mount it on a stick and display it while singing "I Am A Pirate King" from The Pirates of Penzance, by Gilbert and Sullivan.

5. An Original Play

Have students write an original play about sailing. Construction paper and paper boxes can be used to illustrate different ships.

6. Poetry

Have students write some limericks or a sea chanty. Have them try setting their poem to music.

7. Map Work

Have the students draw or construct a world map.

(a) Identify in some way countries studied.
(b) Identify each country's vessel with an appropriate symbol.

8. Sketches or Paintings

Have the students try sketching with pencil or painting with water paints some sailing vessels. (This could be made into a display for the bulletin board. Activity #7 could be included in the display.)

9. Monologue

Have each student choose a sailor studied about in social studies or read about in a story and act out something he might have said or done. Examples: a Greek sailor sailing in a storm and imagining sea monsters near his ship, Columbus sighting land and discovering America.

10. Memory Work

Have students learn a poem about the sea and recite it to the class. This could also be done as a group choral reading.

11. Talent Day

Let students choose an activity from suggestions given (or perhaps their own ideas) and present it to the class.

Student's Annotated Bibliography

1. Alexander, Anne. 1961. Boats and Ships from A to Z. Rand McNally & Company, New York.

   There is a boat or ship for every letter of the alphabet. The illustrations are excellent and the description of each vessel is simple and brief but covers the major points.

2. Bendick, Jeanne. 1959. The First Book of Ships. Franklin Watts, Inc., New York.

   This book is about all kinds of ships. It tells how important ships are for our modern life and is well illustrated. Children will enjoy the pictures. The teacher might want to read about them to the class.

3. Coggins, Jack. 1959. Young Viking. Scholastic Book Services, New York.

   This is the story of Erik, a Viking boy, who sets out on a long voyage in the year 994. During this voyage he has many perilous adventures which test and prove his Viking courage.

4. Dalglish, Alice. 1962. America Travels. The Macmillan Company, New York.

   This book includes eight stories of children who traveled in early America.

5. Holling, Holling. C. 1941. Paddle-to-the-Sea. Houghton Mifflin Company, Boston.

   This is the story of an Indian figure in a canoe carved by a young Indian boy in the Nipigon country. The figure is christened "Paddle-to-the-Sea" and is placed on a melting snow bank in the spring. The account that follows is an exciting adventure to the sea.

6. Hornby, John. 1969. Travel By Water. Childrens Press, Chicago.

   The book is illustrated and tells about the ships from early times until present day. It shows some instruments that sailors use in navigation. It is a good "read-aloud" and picture book.

7. Petersham, Maud and Miska. 1947. The Story Book of Ships. John C. Winston Company, Chicago and Philadelphia.

   This book is written for elementary school children It gives a description of sixteen kinds of boats, from the earliest boat to ships of steel.

8. Tunis, Edwin. 1952. Oars, Sails and Steam. The World Publishing Company, Cleveland and New York.

   This is a picture book with drawn illustrations of the first boat, a dugout. It includes drawings of just about all types of boats that have sailed and sail the waters today. Children will enjoy the pictures and the teacher can read to the class the description and history of each.

9. Zaffo, George J. 1951. The Big Book of Real Boats and Ships. Grosset and Dunlap Company, New York.

   This book would be helpful in a class discussion on different types of boats. It contains many colorful illustrations.

Teacher's Bibliography

1. Cooper, Kenneth S. et al. 1969. Learning to Look at Our World. Silver Burdett Company, Morristown, New Jersey. p. 243.

2. Johnson, Irving and Electa. 1969. "*Yankee* Cruises Turkey's History-Haunted Coast." National Geographic 136(5):798-845.

3. Judge, Joseph. 1972. "Venice Fights for Life." National Geographic 142(5):591-631.

4. Kristof, Emory. 1973. "The Last U.S. Whale Hunters." National Geographic 143(3):346-353.

5. Lyon, Jane D. 1962. Clipper Ships and Captains. American Heritage Publishing Co., Inc., New York.

6. The Music Hour in the Kindergarten and First Grade. 1929. The Silver Burdett Company, Morristown, New Jersey.

7. Paine, Thomas. 1969. "First Explorers on the Moon." National Geographic 136(6):778.

8. Platts, Mary E. 1966. Create, A Handbook for Teachers of Elementary Art. Educational Service, Inc., Millward Teaching Aids Co., Wellesley Hills, Mass. (Instructions for making ships)

9. Rick, Franklin M. 1962. The Romance of American Transportation. Thomas Y. Crowell Company, New York. pp. 57-74, 101-154.

10. University of Delaware Technical Services. September 9, 1970. Present Use of Marine Resources. Air and Water Resources, Dover, Delaware.

11. Villiers, Alan. 1973. Men, Ships and the Sea. National Geographic Society, Washington, D.C.

THE FIRST BOAT

Figure 1

ANCIENT TURKISH VESSEL

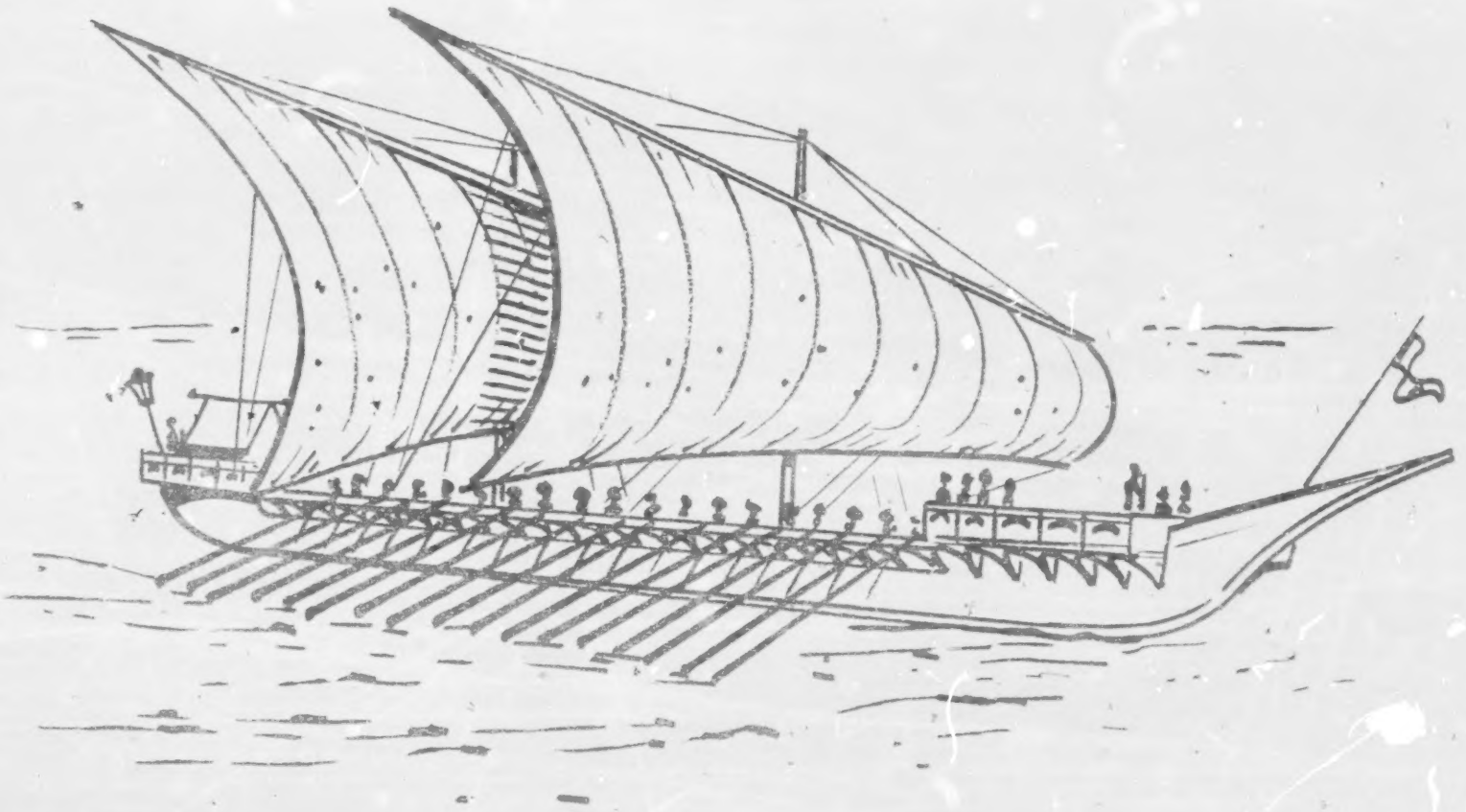

Figure 2

VIKING SHIP

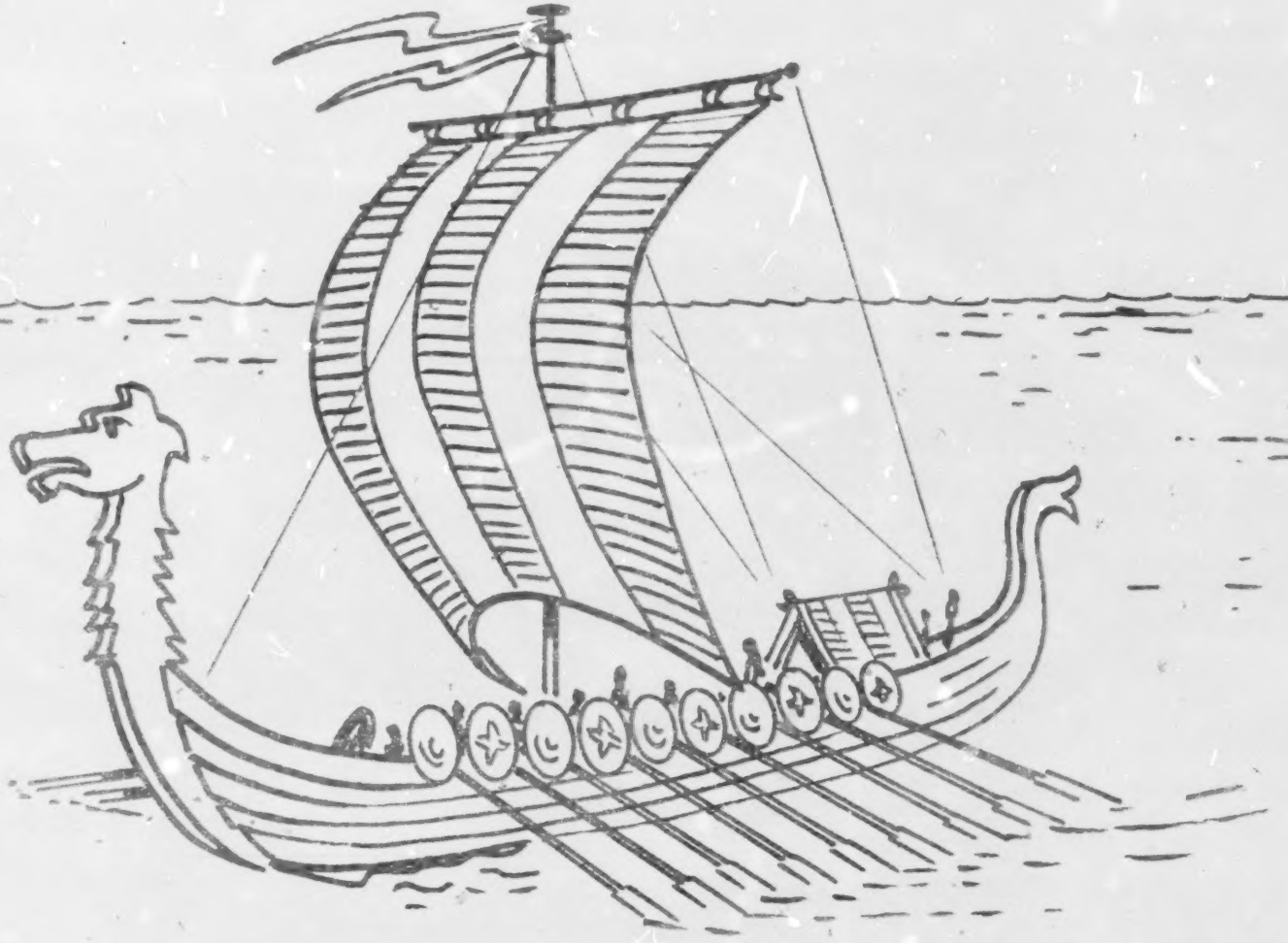

Figure 3

DUGOUT

Figure 4

Figure 5

THE "MAYFLOWER"

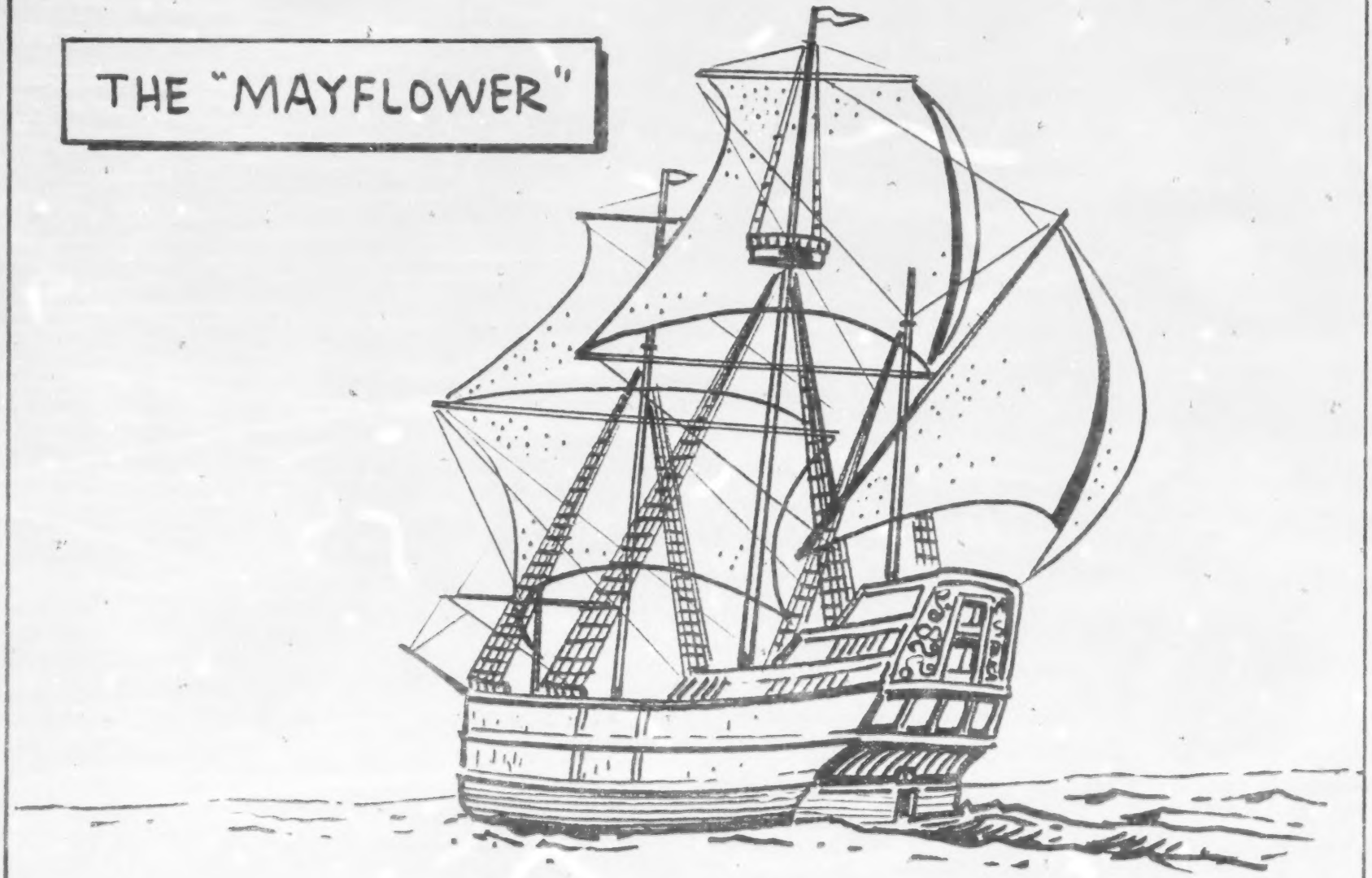

Figure 6

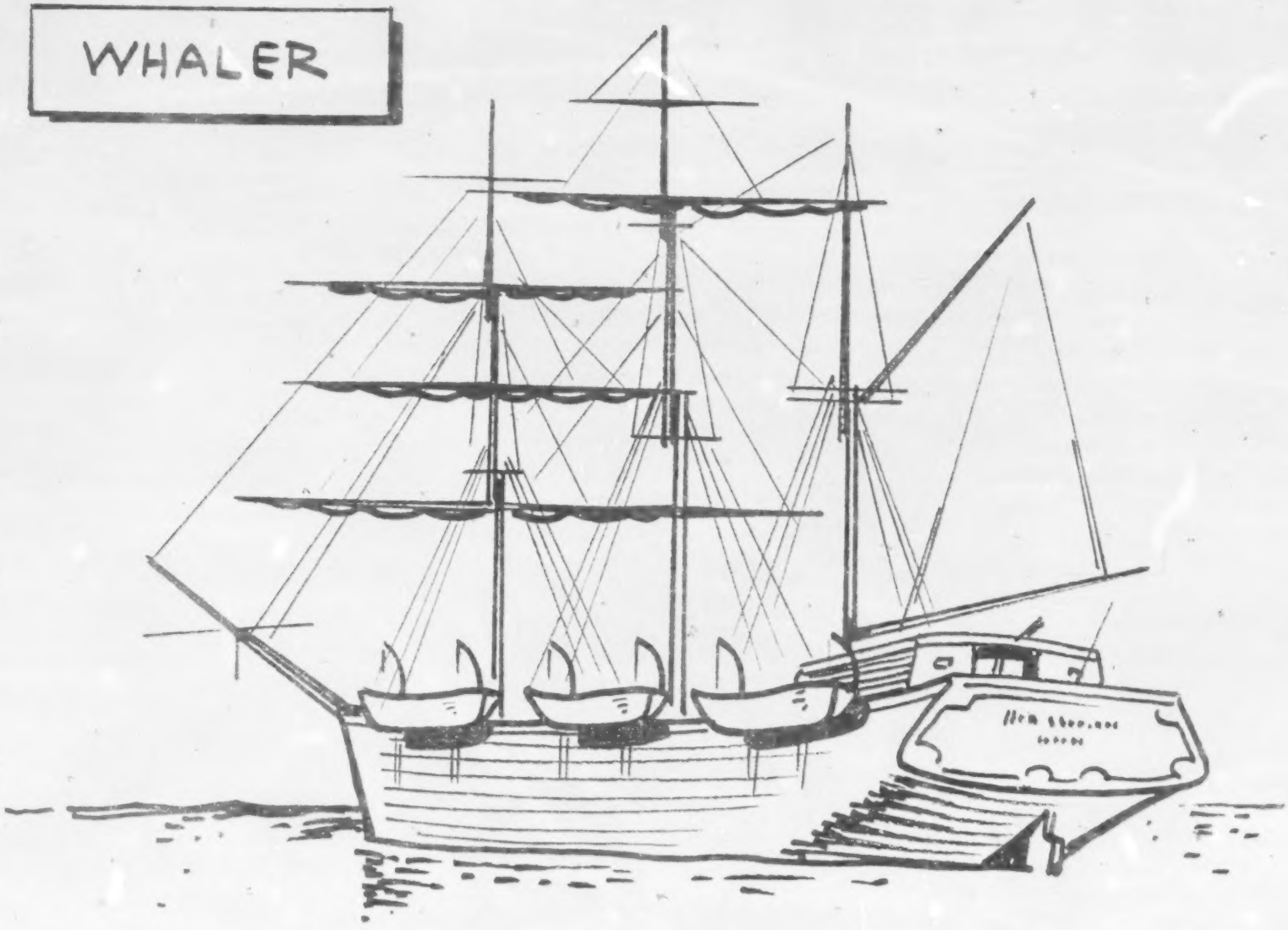

Figure 7

FRIGATE

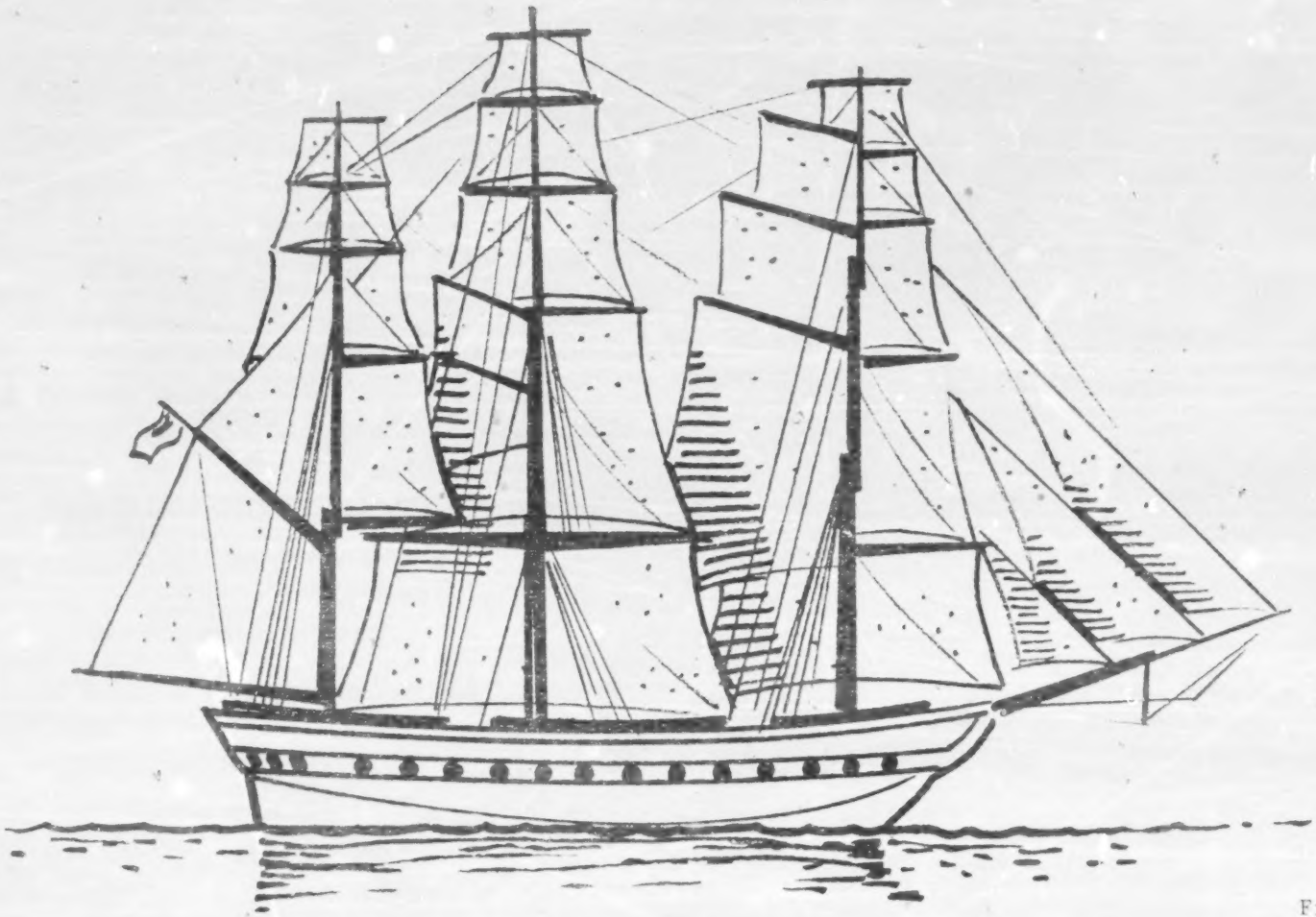

Figure 8

Language Arts Activities Supplement

#110 SHIPS THROUGH THE AGES

Unit Overview: The history of marine transportation from primitive log boats to the clipper ships of the 1800's is explored. Eight transparency/handout masters and a quiz are provided as well as suggestions for student activities in many disciplines, including music, poetry, drama, history, social studies, and science.

Grades 1-2

Taking a Sea Voyage--Alphabetical Order

Objective: To give the child practice in working with the alphabet and matching upper and lower case letters.

Materials: Copies of the handout on p. S-2

Pencil and crayons

Procedure: Make copies of the handout on p. S-2 and give each student a copy. Explain to the children that they are to put the list of supplies in alphabetical order.

Variation: Omit the supply list and have the students think of their own supplies--one for each letter of the alphabet.

Grades 2-3

Telling and Asking Sentences

Objective: To help the child understand the difference between statements and questions and the proper punctuation mark that goes with each.

Materials: Copies of the handout on p. S-3

Board space

Pencils

Procedure: Write the following five sentences on the board, leaving out the period or question mark for each.

1. A raft is made up of logs fastened together_____
2. Four-fifths of our planet is water_____
3. Why are boats so important in Greek life_____
4. Greek myths tell of strange sea animals_____
5. How was the raft fastened together _____

After discussing with the class the difference between an asking sentence and a telling sentence, go over the five sentences on the board. As a class, decide which are the asking sentences and place a question mark in the blank at the end. If the sentence is a telling sentence, place a period in the blank. Next, give each child a copy of the handout on p. S-3 . Explain to the class that they are to do on their papers just what was done on the board. As a follow-up, have the children write their own asking and telling sentences.

Name_____

Supplies For Our Voyage!

bread	apples	Ultra-Brite toothpaste
sails	nets	rope
candy	food	water
ice cream	toothbrush	electric lights
doctor	gum	queen-size bed
jello	long socks	hats
kittens	milk	yellow mittens
vacuum	oranges	zippered coats
pajamas	x-ray machine	

A_____	J_____	S_____
B_____	K_____	T_____
C_____	L_____	U_____
D_____	M_____	V_____
E_____	N_____	W_____
F_____	O_____	X_____
G_____	P_____	Y_____
H_____	Q_____	Z_____
I_____	R_____	

 Name_____

If the sentence is a telling sentence, put a period in the blank. If the sentence is an asking sentence, put a question mark in the blank.

1. The first boat was a log____
2. What kind of boat was made next_____
3. Can you use the sun, moon, and stars to guide a boat_____
4. What power makes boats move_____
5. The Vikings made long voyages_____
6. What is a dugout_____
7. Canals are streets of Venice_____
8. The Mayflower was a sailing ship_____
9. Can dugouts sail the ocean_____
10. What flag did a pirate ship have_____
11. What did old whaling ships look like_____
12. Clipper ships moved very fast____
13. Would you like to be a pirate_____
14. Some ships are beautiful to look at_____
15. What is your favorite ship_____

Grade 3

Action Reporters--Creative Writing

Objective: To teach children to gather information and record it in a clear and concise manner.

Materials: Pencils and paper

Picture paper

Crayons

Procedure: After a short review of Columbus' journey, tell the children they are going to be newspaper reporters. They are to select one of the following assignments to cover for a classroom newspaper. They are to write it as it would appear in a regular newspaper.

1. Christopher Columbus is leaving today on a voyage. Interview Columbus to find out what he expects from the trip.

2. You are to travel with Columbus to record an account of the voyage. You are to write a daily diary.

3. Upon arriving at the new country, interview the people you meet.

4. The voyage is over and many people, including the Queen, are at the dock to greet Columbus.

Ask the students to draw three pictures to illustrate their articles.

After the newspaper articles have been finished and corrected, have the students read their articles to the class and let the class select the clearest and most direct article from each of the four situations given above. Type up the reporters' stories in the form of a newspaper and make a copy for each student.

#110 SHIPS THROUGH THE AGES (cont.)

Grades 4-6

Research

Have the students do library research on the many types of sailing ships used throughout history. They should find out about the types of sailing ships used, the time period during which each type of ship was used, and the type of rigging (square rigging, fore-and-aft rigging, or mixed rigging) each type of ship used.

Time Line

Have the students use the information gathered during their library research to draw a time line and place each type of sailing ship next to the time period during which it was used.

Example:

	Reed boats
	Hollowed-out logs
	Chinese Junk
1600 B.C.	Egyptian Ship
450 B.C.	Phoenician Galley
100 A.D.	Roman Trireme
1000 A.D.	Viking Ship
1200 A.D.	Venetian Argosy
1450 A.D.	Portuguese Caravel
1580 A.D.	Spanish Galleon
1650 A.D.	Dutch Merchantman
1765 A.D.	English Warship
1800 A.D.	American Frigate Constitution
1840 A.D.	Barkantine
1852 A.D.	Clipper Ship
	Modern Fishing Schooner

Model Building or Drawing

Have the students draw or build a model of one of the ships studied.

Creative Writing

Have the students make up a short story about an adventure on one of the ships studied.

#110 SHIPS THROUGH THE AGES (cont.)

Grades 4-6

Comparing and Contrasting

Objective: To develop comprehension and study skills

Materials: Copies of the following three books:

Canalboat to Freedom. Thomas Fall. Dell Publishing Co. (Yearling)

Down the Mississippi. Clyde Robert Bulla. Scholastic Book Services. 1954.

White Water, Still Water. J. Allan Bosworth. Simon & Schuster, Inc. 1969.

Procedure: Ask the students to read the three books. Each story is about a young boy, about thirteen years old, who shows ingenuity and courage in the face of danger. Use the questions suggested below to guide a discussion of the books.

1. Where and when does the story take place?
2. Who is the main character? Does the author make him seem real to you?
3. Does the main character seem to develop and change as the story progresses?
4. What are the strengths and weaknesses of the main character?
5. Who is the antagonist? Describe his character.
6. What is the problem or conflict?
7. How does the main character overcome his problem?
8. Are any of the characters stereotypes? Explain.
9. Compare and contrast the three boys in the stories? Which boy do you most admire?
10. How well does the author present the scenes?
11. Did you have difficulty with the vocabulary in any of the books?
12. Would you recommend this book to your classmates?
13. Was the ending reasonable? Can you write a different ending for any of the stories?

Students may do this activity in groups instead. Have each group prepare a report on the books, taking into consideration the following points:

1. The setting
2. The main characters
3. The problem
4. How the desperate situations in all three books were similar
5. How the boys in the stories faced their predicaments
6. What the main characters did to overcome their problems

Oral Reading: Encourage students to select from each book passages they thought were particularly vivid and exciting and read them orally.

#110 SHIPS THROUGH THE AGES (cont.)

SUGGESTED BOOK LIST

Primary Level

Admiral Nelson. H. Bellis. McGraw-Hill. 1968.

Battle Stations. Margaret C. Scoggin. Alfred A. Knopf. 1953.

The Big Book of Real Boats and Ships. George J. Zaffo. Grosset & Dunlap. 1951.

Boy on the Mayflower. Iris Vinton. Scholastic Book Services.

Captain Cook: Pacific Explorer. Ronald Syme. Wm. Morrow & Co. 1960.

Down the Mississippi. Clyde Robert Bulla. Scholastic Book Services.

Drawing Boats and Ships. Yngve Edward Soderberg. Pitman Publishing Corp. 1959.

Harbor Tug. Peter Burchard. G. P. Putnam's Sons. 1975.

How We Travel on Water. Malcolm Provus. Benefic Press. 1962.

John F. Kennedy and PT 109. Richard Tregaskis. Random House. 1962.

The Little Viking. Adelaide Holl. The Golden Press. 1975.

The Maggie B. Irene Haas. Atheneum Publishers. 1975.

Meet the Men Who Sailed the Sea. John Dyment. Random House. 1966.

Moolack: Young Salmon Fisherman. Mary M. Worthylake. Melmont Publishers, Inc. 1963.

My Super Book of Ships. Educational Reading Service. Mahwah, NJ. 1970.

Paddle-to-the-Sea. Holling Clancy Holling. Houghton Mifflin. 1941.

The Pirate Hero of New Orleans. Carl Carmer. Harvey House, Inc. 1975.

Saucer in the Sea. Terry Shannon. Golden Gate Jr. Books. 1965.

The Science-Hobby Book of Boating. Maxwell R. Garret. Lerner . blications.

Ships and How to Draw Them. W. J. Aylward. Pitman Publishing Corp. 1950.

Sixes and Sevens. John Yeoman. Collier Books.

Song of the Boat. Lorenz Graham. Thomas Y. Crowell Co. 1975.

Steamboats to the West. Edith McCall. Childrens Press. 1959.

The Story of Old Ironsides. Norman Richards. Childrens Press.

The Story of Submarines. George Weller. Random House. 1962.

The Story of the Mayflower Compact. Norman Richards. Childrens Press.

Three Boys and a Lighthouse. Nan Hayden Agle and Ellen Wilson. Charles Scribner's Sons. 1951.

Travels of Magnus Pole. Johnathan Wills. Houghton Mifflin. 1975.

The True Book of Ships and Seaports. Katharine Carter. Childrens Press. 1963.

The True Book of Sir Francis Drake, Privateer. Will Holwood. Childrens Press. 1964.

The True Book of Travel by Water. John Hornby. Childrens Press. 1968.

#110 SHIPS THROUGH THE AGES (cont.)

SUGGESTED BOOK LIST(cont.)

What Does a Coast Guardsman Do? Grant Compton. Dodd, Mead & Co. 1968.

You Visit a Steamship-Airport. Leonard Meshover. Benific Press. 1966.

Intermediate Level

Admiral Nelson. H. Bellis. McGraw-Hill Book Co. 1968.

Antarctic Conquest. Walter Chapman. The Bobbs-Merrill Co. 1965.

Canalboat to Freedom. Thomas Fall. Dell Publishing Co. (A Yearling Book)

Captain Cook. H. Bellis. McGraw-Hill Book Co. 1968.

Cars, Boats, Trains, and Planes of Today and Tomorrow. Thomas G. Aylesworth. Walker & Co. 1975.

Down the Mississippi. Clyde Robert Bulla. Scholastic Book Services. 1954.

Explorers of the Pacific. A. Grove.

Famous Small Boat Voyages. Water Buehr. G. P. Putnam's Sons. 1966.

First around the World. George Sanderlin. Harper & Row Publishers. 1964.

Great Days of Sail. Jean Riverain. Follett Publishing Co. 1965.

Harbor Tug. Peter Burchard. G. P. Putnam's Sons. 1975.

Inside: Seeing beneath the Surface. Jan Adkins. Frank R. Walker Co. 1975.

Journey into Ice: John Franklin and the Northwest Passage. Ames and Myron Sulton. Rand McNally & Co. 1965.

Kon-Tiki for Young People. Thor Heyerdahl. Rand McNally & Co. 1964.

Men against the Sea. Ross R. Olney. Grosset & Dunlap. 1969.

Nobody's Family. Anne Snyder. Holt, Rinehart & Winston. 1975.

Our Navy Explores Antarctic. Abelard-Schuman, Ltd. 1966.

Pioneers of Early Waterways. Edith McCall. Childrens Press. 1966.

The Quest of Captain Cook. Millicent Selsam. Doubleday & Co. 1962.

Science Ship: A Voyage aboard the Discoverer. Peter Briggs. Simon & Schuster. 1969.

Song of the Boat. Lorenz Graham. Thomas Y. Crowell Co. 1975.

Today in Old Boston. E. Hall.

Undersea Explorer: The Story of Captain Costeau. James Dugan. Harper & Row Publishers, Inc.

The Vikings. J.R.L. Anderson. Penguin Books, Inc. 1974.

The Voyages of Columbus. Rex and Thea Rienits. The Hamlyn Publishing Group, Ltd. 1970.

The Voyages of Dr. Doolittle. Hugh Lofting. J. B. Lippincott Co. 1950.

#110 SHIPS THROUGH THE AGES (cont.)

SUGGESTED BOOK LIST(cont.)

White Water, Still Water. J. Allan Bosworth. Simon & Schuster. 1969.

Willie Jasper's Golden Eagle: Being an Eyewitness Account of the Great Steamboat Race Between the Natchez and the Robert E. Lee. F. N. Monjo. Doubleday & Co. 1976.

Zenas and the Shaving Mill. F. N. Monjo Coward , McCann & Geoghegan.

Teacher References

D-Day--The Invasion of Europe. Al Hine. American Heritage Publishing Co. 1962.

Great Days of Sail. Jean Riverain. Follett Publishing Co. 1965.

The Lost Convoy. Charles S. Strong. Chilton Book Co. 1960.

Sea Fights under Sail. Christopher Lloyd. McGraw-Hill. 1970.

The Sinking of the Bismarck. William L. Shirer. Random House. 1962.